

Belmont Mission Statement

Belmont Elementary will help students learn to be respectful, responsible, cooperative, and courteous by providing a safe environment with opportunities to learn and

WE ARE BELMONT

212° (The Extra Effort)

"FAILURE IS NOT AN OPTION"

Week of September 3, - 7, 2012



Vision Statement

Every Student will learn and achieve.

Principal's Pen: Welcome to the start of week

Teach like the Champions you are today and everyday!

- Remember to post student friendly written objectives.
- Please continue to review procedures and rules with students
- We will begin our scheduled meetings on Wednesday in September.
- A reminder completion certificates are due for Module I of NC FALCON
- Thank you for your collegiality, your professionalism, and your commitment to learning!
- Have a great week! Please review the vision, mission, and definition of high quality teaching and learning. Let's own it.



WEEK AT A GLANCE

Magnificent Monday, September 3, 2012

- Labor Day (No School)

Terrific Tuesday, September 4, 2012

- 4th grade PLT 10:15am
- 2nd grade PLT 11:55am
- Disbursement of Tuesday Folders
- Second Grade and EC Teacher Interviews 3:30pm

Wonderful Wednesday, September 5, 2012

- Data Management Team (DMT) conf. rm 3:30pm
- School Planning Management Team (SPMT) media

Thrilling Thursday, September 6, 2012

- 5th Grade PLT 8:45am
- 3rd Grade PLT 9:25am
- 2nd Grade PLT 11:05am
- K - PLT 12:30pm
- 1st Grade 1:20pm

Fabulous Friday, September 7, 2012

- Reading PLC conf rm 8:10am
- Spirit Day!!! Wear Black and Gold / Denim

Reading Corner: (Provided by Reading Coaches)

Research demonstrates a strong correlation between fluency and reading comprehension. Consequently, teachers need to develop the fluency of their students. Poor fluency is a self-perpetuating problem. Struggling readers read so few words during their instructional and independent reading time that the gap between them and their peers continually widens. Struggling readers need a safe, structured, and highly motivating opportunity to engage in reading on a daily basis. Research supports teacher modeling, repeated reading, and progress monitoring as ways to involve struggling readers in the act of reading, to improve their fluency, and to accelerate their reading achievement. Over time, students should show gradual improvement on both the cold (initial) and hot (final) scores. Students are encouraged to "beat themselves" and discouraged from comparing their scores to that of another student

Belmont's definition of "High Quality Teaching and Learning"

We are looking for Purpose, Engagement, Rigor, and Results (PERR) in every lesson.

Bold Goal: 80% Proficiency in Reading & Math

The PDCA model will be used to assess student achievement and attendance at Belmont.

The "Plan" phase addresses the following guiding principles: goal alignment, structured needs assessment, limited focus, and data-driven decision making.

The "Do" phase addresses the following guiding principles: Data-driven decision-making, effective measurement, distributed leadership, professional development alignment, and calendar alignment.

The "Check" phase considers guiding principles: data-driven decision-making and district-level participation.

Completion of the review cycle begins the "Act" phase. This phase is a continuation of the "Do" phase but reflects changes resulting from the "Check" phase review. The same "Do" phase principles apply, and efforts at the school focus on continuing what has been shown to work and on implementing agreed-upon adjustments. This phase refreshes the continuous improvement process, integrating new ideas with proven actions. These new ideas, in turn, will be reviewed and confirmed or refuted by future review cycles.

